ചാജ്ജ് ചെയ്ത കേസ്സുകളുടെ എണ്ണം താഴെ ചേർക്കുന്നു.

	ചാജ്ജ് ചെയ്തത്.	ശിക്ഷിച്ചു തത്.	തള്ളിപോ യത്.	രാജിയായത്.
൧൯൦൫	൮	൫	..	....
൧൯൦൬	ൻ	൩	൧	൫
൧൯൦൭	ൽ	൫	൧	൧൦ N. B.—അന്വായക്കാരൻ ഹാജരില്ലാതെ തീർപ്പു റിപ്പോർട്ട് ചെയ്തത് ൧.
൧൯൦൮	൧൫	൫	....	൭ N. B.—വിചാരണയിൽ നിലവ്വ.

Remarks of the College staff about the shifting of the College.

151. Mr. P. Kumaran Ezhuthassan.—Will the Government be pleased to place on the Council table the remarks of the College staff regarding the shifting of the College from Ernakulam to Anappara?

Mr. I. N. Menon.—The report of the College staff is placed on the table. (*Appendix IV.*)

Mr. P. Kumaran Ezhuthassan.—The question refers to the remarks of the College staff regarding the shifting of the College. Some remarks are printed here. Are they the only remarks sent up by the College staff? Is there anything else?

Mr. I. N. Menon.—This was the letter which embodied the remarks of the staff, before it was decided by the Government to shift the College. The other is the report in response to a letter from the Director of Public Instruction as to the requirements of the College. The copies of both were placed on the table. With regard to shifting, the College staff have given their opinion.

Mr. P. Kumaran Ezhuthassan.—One of them is this. My question is whether they have not given also another set of opinion later in 1929. This I think is the opinion given by them in 1924. Was there another in 1929?

Mr. I. N Menon.—That did not relate to the feasibility or otherwise or shifting the College from one place to another. It only referred to the arrangements that will have to be made if the College is shifted.

Tarring Trichur Roads.

152. Mr. E. Ikkanda Warriar.—Will the Government be pleased to state:—

(a) what is the amount spent by the Government to tar the Trichur roads in 1106;

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APPENDIX III.

(Vide Answer to Question No. 144.)

മല്ലുക്കര മാതൃകാ കൃഷിത്തോട്ടത്തിൽ സർക്കാർ ശമ്പളത്തിൽ കൃഷി ഡിപ്പാർട്ടുമെന്റ് തുടങ്ങിയ മുതൽ ഇതുവരെ നിയമിക്കപ്പെട്ടിട്ടുള്ള ശമ്പളക്കാരുടെ വിവരം തിരിച്ചുള്ള ശരിയായ പട്ടിക.

നായർ	നായന്മ	ബ്രാഹ്മണൻ	കീഴ്ത്തരക്കാരൻ	ഈഴവൻ	പുലയൻ	ക്രിസ്ത്യാനി	ശ്രീമാൻമാർ
൬	൪	൪	൨	൩	൩	൨	

APPENDIX IV.

(Vide Answer to Question No. 151.)

Ernakulam,
.. 10th November 1924.

From

The Lecturers,
The College, Ernakulam.

To

The Principal,
Ernakulam College.

Sir,

We, the members of the Ernakulam College Staff, have the honour to submit the following memorandum embodying our views on the various questions raised in the First Grade College Committee's communication recently forwarded to us for opinion.

I. Necessity for a First Grade College in Cochin.

We are of opinion that there is great and urgent necessity for the establishment of a model First Grade College in our State. The following are our main grounds in support of our opinion.

(a) Excluding the College at Alwaye, there are something like nine Second Grade Colleges in our State and its vicinity, and no less than 250 students, at the lowest estimate, may be reckoned as passing from all these Colleges together every year. But there is not even a single full-blown First Grade College in these parts, so that a very large number of them are obliged to proceed elsewhere for the degree courses.

(b) While most of our students are obliged to go elsewhere for higher college education, it is becoming increasingly difficult for them to secure admission in the Colleges in Madras and elsewhere, owing to congestion in these Colleges.

(c) The establishment of the said College will be pecuniarily beneficial to all classes of students. It will be a special boon to the poor, nay even to many middle class students, who, at present, are either unable, for want of sufficient means, to prosecute their studies at a distant place or struggle to do so under abnormal strain.

(d) The establishment of a model First Grade College in Cochin will prove a great advantage to our State from an economic standpoint, in as much as all the money and that is no small amount—that is now being spent by our students every year outside the State in prosecuting their studies, will come to be spent in the State itself to its immense advantage.

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(e) Over and above all this, we beg to point out that it is the paramount moral obligation of every Government to provide for the higher education of its subjects and that the unique prestige that our State has long enjoyed for literary and educational progress demands the establishment of such a College.

II. The proposed College to be a Government College.

Having thus established the necessity for the establishment of a model First Grade College in our State, what we have next to observe is that it is highly desirable that the College should be started and maintained by the Government itself. The following are our considerations:—

(a) An efficient First Grade College with provision for all the subjects is indeed an expensive affair and will call for large resources which might be beyond the means of a private agency. Hence the desirability in the interest of efficiency of the Government itself undertaking the project.

(b) In the case of a private institution, there is no certainty that all the courses would be provided. Only those courses which involve the least expenditure might be provided for, while those which are expensive and to secure admission into which our students experience the greatest difficulty elsewhere might be left out or indefinitely delayed. If the Government were to establish the College, the requirements of all classes of students would be attended to.

(c) An institution started by a private agency might be denominational in its character. It might not be inclined or be in a position to provide facilities for lady-students more and more of whom are now going in, every year, for higher collegiate education. Such disadvantages will however be absent, if the College is a Government institution.

III. Necessity for having all the groups.

We fully endorse the suggestion of the Committee (section v) that all the groups for the B. A. pass degree should be provided for in the College. Only one small suggestion we should like to make that is, that II (vi) Canarese and Hindi might also be included, Canarese, because a few Canarese students might be expected to go to our College every year, and Hindi because it is coming to be the future national language of our country as is widely recognised.

We have substantial grounds for urging that all the groups should be provided for.—

(a) Educationally, making provision for all the groups is very necessary, because it is a function of the model college to provide for the requirements of students of different aptitudes and inclinations.

(b) Culturally, it is very important, because without an adequate provision for all the courses, it would be impossible to create or develop in the College a full corporate life or varied cultural and academic activities. A free comingling of Arts and Science students within and outside the walls of a college has much to recommend it, in the interests of both.

(c) Financially too, it is highly desirable, because with only a few courses, the College would not have sufficient strength or prestige, but the inclusion of all the subjects would attract a large strength and thus go to minimise the expenditure a great deal, the arts courses largely contributing to it.

IV. The College to be partly Residential.

In connection with the suggestion of the Committee (in section IV) that the College should be mainly residential, what we have to state is that a partly residential system would suffice. It is not desirable to make residence within the College premises compulsory for all the students and teachers,

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All that is wanted is that quarters should be provided within the College premises for such teachers, and board and lodgings for such students, as really stand in need of the same. It is obvious that in the case of teachers, who have their own houses or students who live with their parents or guardians compulsory residence within the College premises is not only unnecessary but would be felt as a hardship. In this connection, it may also be pointed out a great many Universities of modern times are only partly residential While we speak of the residential system, in this strain it should by no means be understood that we are not sufficiently alive to its vital importance in the promotion of a healthy corporate life and *esprit de corps* in the College.

It is suggested that, in providing accommodation to students as well as teachers within the premises of the College, due regard must be paid to their religious and caste scruples and susceptibilities.

V Question of Location.

We have considered the question of the location of the College carefully and give below very briefly some of our views regarding it.

While recognising the importance of considerations of space, and scope for expansion in fixing the site for the proposed College, we beg to urge that there are also other considerations, no less important, to be borne in mind in connection with it. Some of them are :—

(a) *Prestige and importance of the place.*—In this respect, it will be readily admitted that Ernakulam is superior to any other place in Cochin. As the metropolis of the State, it is already an important place, and it will become still more important—more wealthy, populous and prosperous with the construction of the new Cochin Harbour. As a result, there will be of course a great increase there in the number of College-going youths as well as better facilities, cultural economic and otherwise for higher education.

(b) *Academic and cultural traditions.*—Not only is Ernakulam the most important place in Cochin, but in the matter of academic and cultural traditions, it is most favourably situated, seeing that for well-nigh fifty years we have been having there a premier Second Grade College with illustrious traditions.

(c) *Initial expenditure.*—Considerations of finance and feasibility are also in favour of Ernakulam. Seeing that the Ernakulam College is well equipped with libraries and laboratories and that the necessary accommodation can also be easily found in it, we beg to submit that the B. A. classes in all the groups can be most readily opened in this College without any great expenditure.

To sum up, considerations of prestige, necessity, educational and other facilities (present and prospective), academic and cultural traditions, finance and feasibility are all in favour of Ernakulam and must point unmistakably to the desirability of locating the College there only.

It might be urged as a disadvantage in connection with Ernakulam that there is not much scope there for the future expansion of the College. When we consider the abundant facilities for expansion that there is at a place like Anappara, Ernakulam might be found a little deficient, but we beg to state that, as a matter of fact, the Ernakulam College is not without sufficient scope for expansion, seeing that there are grounds in the vicinity of the College itself which can be conveniently acquired by Government when necessity arises.

Another objection that might be raised against the location of the College at Ernakulam is on the ground of the prospective Cochin Harbour,

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We admit that by reason of the harbour Ernakulam might become congested, but we cannot understand how it would become unsuitable for higher education. It is well-known that most of the modern Universities of the world, literary as well as technological, are located in the heart of busy, industrial, and commercial towns (*e. g.* Manchester, Leeds, Birmingham, Glasgow, New York, etc.). As we have already stated in the beginning the opening of the Cochin Harbour will only render it all the more necessary for Ernakulam, with its greater importance, prestige and activity to have ample provision for higher education—literary as well as technical and industrial.

As regards the site near Anappara, we have to point out that not only is it wanting in all the advantages that have been shown in the case of Ernakulam, but there are certain further disadvantages connected with that site. Firstly, it is understood that there may not be enough of water supply in that place, (2) secondly, the site is about three miles from Trichur and must consequently be inconvenient even to Trichur students, (3) thirdly, owing to the isolation of the place, the students of Anappara will be bereft of the manifold cultural advantages and opportunities that would be open to students of large towns, (4) lastly, we have no hesitation in saying that the Anappara Scheme would involve an enormous capital expenditure and may have no chance of materialising in the near future.

As against these and other disadvantages what are the advantages that are claimed for the site near Anappara? In the first place, it is said that there are buildings there in existence which would afford accommodation to something like 200 students. Granting the utility of these buildings for residential purposes we may, however, point out that they cannot be expected to meet more than a very small fraction of the requirements, in the shape of buildings, for a full-blown First Grade College. The second and the most important advantage that is claimed for this site is that there is splendid scope there for expansion, seeing that there are extensive grounds covering some 'hundreds' of acres which can easily be acquired by Government and placed at the disposal of the College. But, with all respect, we ask where is the necessity for such a vast extent of space in the case of a First Grade College, even supposing that provision is made not merely for the Pass Courses but also for the Honours and Post-Graduate Courses? May we not respectfully ask the Committee to consider the extent or area of the grounds covered by such a model, full-blown Honours College like the Madras Presidency College? If it were the intention of the Government to establish not a First Grade College but a full-blown University with various faculties and departments, then we can understand the necessity for extensive grounds covering hundreds of acres, but certainly not, in the case of a First Grade College. Reasonable scope for expansion we must have, and that we do have at Ernakulam. Under these circumstances we may state that nobody will be inclined to attach much value or significance to the second advantage that is claimed for Anappara.

VI. Necessity for the immediate establishment of the College.

With regard to this point raised in section VI, we give it as our opinion that it appears to us as a matter of pressing necessity that the B. A. classes in all the groups should be opened in the Ernakulam College at the beginning of the next academic year. We call attention to the urgency of the measure, because it is long overdue. In this connection, it may not be out of place for us to observe that, as far back as 1912, the then Diwan of the State, Mr. A. R. Banerji, stated in an official paper that the time had

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already come for the Darbar to take up the question of the elevation of the College to a higher grade. Further, after a long career of useful service the College will, in a few months, be celebrating its 'Golden Jubilee'. May we not suggest, with all respect, that there could not possibly be a more fitting commemoration of this auspicious event than the raising of the status of the College? Even if it be finally decided to locate the College elsewhere than at Ernakulam, the B. A. classes can still be opened in the Ernakulam College as a temporary measure, and removed, if necessary, to the new buildings when completed. This cannot be a retrograde step, because it will only be in accordance with a pre-arranged plan

VII. The question of Partnership.

In the light of the remarks that we have already made that all the courses should be provided for in the Government College, it is our opinion that there is no necessity for any partnership with any private institution.

Any system of partnership between the Government and any private agency on the lines suggested in the last section of the memorandum would be absolutely impossible and, in the words of the memorandum itself, would be fraught with difficulties and inconveniences of an administrative and financial nature. As between Government and a private agency each with its own resources, ideas, ideals, and ways of doing things, it would be difficult to establish a harmonious partnership.

1 Chemistry Lecturer.
2 Logic Lecturer.
3 History Lecturer.
4 English Lecturer.
5 Natural Science Lecturer.
6 Mathematics Lecturer.
7 Additional Lecturer.
8 History Assistant.
9 Chemistry Demonstrator.
10 Physics Demonstrator.
11 Sanskrit Pandit.
12 Malayalam Pandit.

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